i 1p 1pneu 40

The House of Education,

Ambleside.

19.6.1903.

Dear

We (the P.N.U.) believe it would help the cause of education if we could impress upon School mistresses the

importance of a wide
curriculum & a free
use of good living
books in, at any rate,
the lower classes
(Children under 14)
of their schools.

Would you be good
enough to let me know
if from your experience

of your own children,
who have done good
work in the Parents'
Review School, you have
any strong conviction
that a copious use
of good books makes
for intelligence,
intellectual interest
& general ability, and
I am truly yr C. M. Mason

(Knee)

girls
i/p4 pneu 40

y No Children enjoy
their Visits.

i 2 p1 pneu 40

The House of Education,
Ambleside.

2. 6 40 H.

Dear Mr. Underhill

Thank you for
telling me that I said
you might use my name
I had forgotten the
circumstance judged by
my general rule but with
an on the only exception.
I send the prospectus and

i2p2 pneu 40

the school. One set of papers only one class will satisfy the rules I prefer that. for the pencil is used merely as an instrument of conforming with conditions.

I will be quite enough that the lower classes do the work. It is a condition that each of the boys should have the books set or most of them that the classes (those in the school) should take the examination papers & that one boy's work should be sent up.

i2p3pneu40

The House of Education,
Ambleside.

I wish I could say - 'come
& see me!' but, alas, half-an-
hour's talk is quite the
most difficult thing for
me to give away.

Love in all good will
& with all good wishes.

C. M. Mason

(EKSES)

I think highly of your school
& speak highly of it

i3 pl pneu 40

The House of Education,
Ambleside.

8. 2. 1904

Gentleman

I am greatly
disturbed by your letter.
The
I can had my correspondence
books searched & find
that letters were posted
by you on Oct 8 1902
" 10 -
Nov 11 1902

as well as on Feb 9 1953
March 27th 1953
" 27 1953
April 4th 1953

Two of these letters (Parish Mag) I knew contained asking for books for Review and I have only a limited space in the Parish Mag. I prefer to chose the books I review.
~~It~~ cannot however think I have no

record of the correspondence on the Medieval Town Series with reference to the M.S.S. of mine on Winchester.

The loss, if it be so, of the MS is irreparable as it was perhaps a complete work on Hampshire & can only beg you to do your utmost to trace the MS. for me. It was

the work of many years done on the Speed Changing means of receiving any of the section now in question.

14 p/pneu 40

The House of Education,

Ambleside.

12. 2. 1904

Dear Miss Franklin

The Parents' Educational Union was formed in the first place to carry out the teaching contained in Home Education; & the pages of the Parents' Review (the General Teaching aim in the Bursary Competition) carry out the intention of (b) in the Objects, that is, to collect & make

(Theoretical Teaching not advocated Children left PNEU Schools' Principles in Welcome)

known the best information
Experience on the subject."

Lady Isabel Margesson &
some other members of the
Committee left us. ~~Some years~~ since in 1894
~~ago~~ because we could not
receive their amendment ~~to~~
~~which had nothing~~ pledging
us to the "New" Education as set
forth by Pestalozzi, Herbert
Spencer, Froebel & other Educational
Philosophers".

As a matter of fact the P.N.E.U.
was designed as a tacit
protest against the fundamental
Principles of the Philosophers
mentioned; but this is a
subject I have dwelt on at
length in several connections.
It is quite true that at the
date of the rupture, I protested
against the use of ~~the~~ names
& definitions.

Those tried for years to
hide behind the phrase
'P.N.E.U. Monopoly' but we
make little headway as

i4 p4 pneu 40

an educational power in the
country we lay ourselves
open to the charge brought
against us by the malcontents
of '94 that "absolute supremacy
is to prevail" as regards the
best principles & methods of
Education as understood by the
Union"

Suppose Dispeople from
learn about education,
they will either neglect us
as amateurs or require to
know what our platforms are.
for it seems to me well to
discuss Education in adequate

i 4 p 5 pnen 40

The House of Education,
Ambleside.

Statement of what we teach.

Also it seems necessary that the teaching must be protected by the name of the originators. Every one who speaks for P.N.E. has a right to say 'I think' & call it 'P.N.E. teaching'. And this must result in the "absolute vagueness" we deprecate.

But this statement is no new thing. The Society originated in the little

L4 P6 Pneu 40

manual called Home Education, which contains the whole in germ; & any succeeding expansion & elucidation has appeared in the Parents' Review, & for the most part, been first read at the Annual Conferences of the Union.

Yrs truly
C. M.

i5 p1 pneu 40

The House of Education,
Ambleside.
16 . 2 . 1904

Inclosed 9d
18 cents

While acknowledging that
what may be called the
Psychology of the Laboratory,
has been of enormous indirect
(as well as direct) use to
Parents in making them
aware of defects which
might have passed un-
noticed or untreated, I am
inclined to emphasise the

15 p 2 pneu 4

fact that the normal mind,
like the normal body, had
best be left to itself to transact
its ~~be~~ vital processes.

i 6 p 1 pneu 40

copy

The House of Education,

Ambleside.

26. 2. 1902

Dear Sir

I have read your paper & the ensuing letters in the United Service Gazette with intense interest.

It appears to me that you have put your hand to a great work at the right moment & at the right point.

If Woolwich Sandhurst show that they have no use for the education which is done by coaching & tested by competition, I truly believe

1602 Pneu 40

that the Response of the whole System will be moved.
Public Schools Preparatory Schools alike will be brought to pause.

May I say it seems to me that you will have to order your tactics for a wide campaign & that your note will have to be positive not negative.

The possibility of competition depends upon marks marks can only be given justly for facts to be got by cramming.

This sort of Knowledge seems to me futile & to have no relation to the living interests which educate us.

Our present effort in the P.N.E.U. is to make people realise that education is the science of relations, that is, that it is only as "subjects" take

16 P3 pneu 40

a living hold upon people
& that they have power to educate
them.

I wonder has it occurred to
you to propose a curriculum to
the authorities on some such
lines.

In Literature, for example,
should not the student get at
his own ideas, however crude,
of Prospero & Miranda, for Example,
before notes, lectures &c on
can be of any use to him.

In History, we want rather
to stimulate the History-hunger,
natural to everyone, than to stock
the information to be got out of
a text book or an encyclopedia.

26 p 4 pneu 4p

In Science, the beginning middle & for many people, the end should be field-lore, star-lore, quick sight for any detail for any change & intelligent curiosity as to how & why.

The bane of the cramming system is that it eliminates curiosity.

What with Mrs College, the Parents' Review School & the Mothers Educational Course, we have done a little in the way of sending people out with quick intelligence & vivid interests.

We find that children & young people love real books with first hand thought as much as they hate compilations & that they find knowledge so deeply interesting

16 p 5 pneu 40

The House of Education,

Ambleside.

for its own sake that they work for the sake of getting it with. not other stimulus beyond ordinary good teaching.

A different order of work must be tested by different methods - a final pass or fail Examination, as you suggest, addressed to the intelligence not to the memory of the student with viva voce work should be all that is necessary. But you know more about these matters than I do.

I am returning to send you a paper which is to form the Key-note of the next P. N. E. U.

13 P.G. Pneu 40

Conference. We want to get people to see for themselves what is & what is not worth while in education.

Your support should be very valuable indeed to us & I shall watch further developments with immense interest.

But I do think that the only way to attack educational abuses is by under-mining. Once get a hearing for a living curriculum & all is done.

May I say that I think you have made some splendid points in both paper & letter.

Yours, with Keen Sympathy & very truly yrs

C. M. Mason

(2 Rect)